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FLOOR DEBATE

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SENATOR KREMER: Thank you, Mr. Speaker and members of the body. I too support Senator Wehrbein's amendment. And I just became aware also of the resignation of our...Pat Lloyd. And I thought he had a real vision. And I wanted to just state, too, that we do have a new board, too, and structure of the board, that even though he was very important to the structure, I think that we can still go on and somebody can replace him, and with the new board and their direction, that things can be accomplished yet. I came upon some information of...about 4-H. And this is only 4-H, not including FFA. We talk many times about education and the importance that is for our young people. We talk a lot about what happens with corrections and the cost to our state and our welfare system and young people making poor judgments. I think 4-H is probably one of the strongest organizations that there is for young kids to be involved and to learn and to learn how to be leaders. And the information that I have here is just about the residence of the participants in 4-H. And I will just round off the numbers in thousands, and not give you the odd numbers. But 24,000 came from farms, this is the location where these kids live; 31,000 came from towns under 10,000 and nonfarm rural areas; 21,000 from cities and towns with populations of 10,000 up to 50,000; 775 from suburbs over 50,000; 39,000-plus from central cities over 50,000. So the biggest share are from the cities over 50,000 population, even though I suppose the percentagewise, many of them do come from the smaller communities. Some of the curriculum areas and those that participate in 4-H: 303 participated in citizenship and civic education; 884 in communications and expressive arts; 3,012 from consumer and family science; 322, environmental and earth science; 1,386 in health, lifestyle education; 180 in personal development and leadership; 3,248 in plants and animals. I think sometimes we think of 4-H and just farm kids with their livestock. But there's many, many more, and that's probably just a small percentage of them come from those areas. And even in the animal side of it, it's broken down to: 43 projects were cats; 165, dogs; 192 in poultry; 208, rabbits; 573, swine; 462, sheep; 100 in dairy; dairy goats, 68; beef, 492. So...and agronomy, 20; horticulture and...horticulture is 925. So you can see it's a lot of different projects, a lot of kids involved. And I think it gives them things to do. It's outside the school curriculum, but I think it's very supportive of